

**DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAMS  
Groton School District**

**Team Members:** Linda Shirley, Team Leader; Mary Borgman, Dustin Hinckley, Lois Russell, Educational Specialists; Cindy Kirschman, Transition Liaison

**Dates of On Site Visit:** October 19, 2011

**Date of Report:** November 17, 2011

**Closed:** October 28, 2011

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**Program monitoring and evaluation.**

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
  - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
  - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

**State monitoring--Quantifiable indicators and priority areas.**

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
- (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
- (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.

**State enforcement -- Determinations.**

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

#### **Deficiency correction procedures.**

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

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**No areas of non-compliance were found for the Groton School District. There will be no corrective action required.**

#### **State Performance Plan – Performance Indicators**

**Indicator 3:** Participation and Performance on Statewide Assessments: Participation and performance of children with disabilities on Statewide Assessments.

**C)** Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

**Reading:**

**Grades K –8**

**State Target 69% or higher**

**District Rate:** 61.54%

District Response:

We have also identified this target as a weakness on our consolidated application and have listed it as a prioritized need. Our goal by the end of the 2011-2012 school year is for the special education subgroup of students scoring proficient or advanced in reading achievement to increase by 2% as measured by performance on the DSTEP.

Some of the strategies that will be used to help meet this goal include, but are not limited, to the following: Response to Intervention, Guided Reading, SRA corrective reading, CORE Reading Interventions, as well as an emphasis on reading comprehension and vocabulary in all subject areas and grade levels.

The students' progress is monitored with AIMS Web, DIBELS, STAR Reading Progress Monitoring, as well as district assessments.

We also use the Accelerated Reader program at the elementary school and silent sustained reading at the MS/HS to encourage students to read.

**Indicator 8: Parent involvement:** percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (L = Response rate less than 15% of December 1, 2008 child count)

**State Target 64.2 or higher**

**District Rate: 90.91%**

District Response:

At the elementary school & the MS/HS, the parents are asked to complete the survey at the school following the IEP meeting. If they are not comfortable completing the survey at the school, they are given the opportunity to take it home and fill it out; however, most parents prefer to complete it at the school before they leave.

In both buildings, the special education teachers stress the importance of the parents completing the survey. Open communication between the teachers and the parents appears to be a key factor in our high response rate.





